Kentucky Tech

Office of Career and Technical Education

Program Assessment Alignment with

KY Department of Education

Program Review Guide for Practical Living/Career Studies

June 2011

This document is an alignment between KDE's Program Review and the 17 program assessment standards used to assess career and technical education programs in the Kentucky Tech area technology centers and KDE's career and technical education centers and departments. The link to the website that addresses the program assessment process is http://www.kytech.ky.gov/programassessment.htm.

All Kentucky Tech schools are Advance-Ed - SACS CASI accredited; some KDE schools are also accredited. Only the Advance-Ed - SACS CASI standards not documented by program assessment are listed in the evidence column of this document.

CTE Program Assessment Standards	12. Advisory Committee
1. Curriculum	13. Industry Certification
2. Lesson Plans	14. Work-Based Learning
3. Student Achievement	15. Professional Growth
4, Student Recognition	16. Program Improvement Plan
5. Postsecondary Links	17. Technology
6. Perkins Performance Measures	**SACS CASI Standards**
7. Program Area Safety	1. Purpose and Direction
8. Student Safety	2. Governance and Leadership
9. Student Organization	3. Teaching and Assessing for Learning
10. Public Relations	4. Resources and Support Systems
11. Families and Community Contributions	5. Using Results for Continuous Improvement

PRACTICAL LIVING/CAREER STUDIES: CURRICULUM AND INSTRUCTION

Demonstrator 1. Student Access

All students should have equitable access to high quality curriculum and instruction

Sample Evidence

- Individual Learning Plan (ILP) student interest reports * Pacing guides/curriculum maps * Master schedule *Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/ILP/Limited English Proficient(LEP) * Authentic student projects and activities from a broad representation of students in all four PL/CS disciplines *Lesson plans document differentiation for students with special needs, ELL and gifted/talented *School-Based Decision Making (SBDM) council curriculum policy, meeting agendas and minutes

Needs Improvement (X 1/bullet)	Proficient/Meets Expectations (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism) a) PL/CS instruction is limited and offered to mainstream student populations. Expectations are low or not established for special populations. b) Advising programs are not systematically provided to students or do not draw on the components of the ILP. c) PL/CS interdisciplinary or advanced courses are not offered at the secondary level for academic credit.	**PL/CS (includes Health, PE, Careers and Consumerism)** a) The PL/CS curriculum includes instruction for students from diverse populations (i.e., special needs, gifted/talented, ethnicity, gender, socio-economics, etc.) and maintains high quality teaching and learning. b) An advising program is provided and includes components of the ILP as part of the curriculum. c) A minimum of two PL/CS interdisciplinary and advanced courses are offered at the secondary level for academic credit.	**PL/CS (includes Health, PE, Careers and Consumerism)** a) PL/CS teachers collaborate with special needs teachers to create customized plans to address the needs of students with special needs (i.e., special populations, gifted/talented, ethnicity, gender, socio-economic, etc). b) An advising program is offered and utilized by all students and includes all relevant components of the ILP as part of the curriculum. c) A minimum of four PL/CS interdisciplinary and advanced courses are offered at the secondary level for academic credit.
Points		
Rationale: including a detailed list of evidence supporting judgments		
Recommendations for improvement:		

Program Assessment and Advanc-Ed – SACS CASI Evidence:	KY Tech uses the KCTCS college curriculum which is available for dual credit. Core standards are addressed in lesson plans and curriculum maps.
	Program Assessment Standards
	1. Curriculum - Daily lesson plans, master schedule, curriculum maps
	2. Lesson Plans - include accommodation for special needs, writing, math, science, safety, problem solving, and employability skills.
	4. Student Recognition - during walk through for student work

Demonstrator 2. Aligned and Rigorous Curriculum

An aligned and rigorous curriculum provides access to a common academic core for all students as defined by state and national standards

Sample Evidence

- Documentation of collaborative projects (e.g. lesson plans, rubrics, assessments, and culminating events) * Pacing guides/curriculum maps *Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements * Rubrics, skill assessments, lesson plans showing a variety of strategies for instruction and assessment *Development and implementation of an individual FITT plan * Fitness Testing (e.g. FITNESSGRAM, President's Physical Fitness Challenge, Personal Best) *Local school wellness policy * Lesson plans document differentiation for students with special needs, ELL and gifted/talented * Individualized Education Plan (IEP)/504 plans/Gifted Service Plan/ILP/Limited English Proficient(LEP) * Documentation of Guest Speakers * Serving Learning Projects * Classroom, club/student organization, and school wide projects * Newspaper articles and other media artifacts * Family Financial Literacy activities * Record of school-based / class-based enterprises * Professional Learning Communities (PLC) meeting notes and collaborative projects * List of advanced course offerings and related student participation data * Artifacts from Family Financial Literacy activities * Recognitions of student businesses * Artifacts from school-based/class-based enterprises * Student generated financial plans* Internet-based simulations with student generated work (e.g. stock market game, AAA Math, bank simulation) * Evidence of Reality Store activities on school schedule * Written curriculum * Physical Education Curriculum Analysis Tool (PECAT) improvement plan * Documentation of physical activity opportunity offerings * Artifacts from physical activity opportunities (e.g. pictures of parent nights, flyer for fun run) * Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs)

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism)	**PL/CS (includes Health, PE, Careers and Consumerism)**	**PL/CS (includes Health, PE, Careers and Consumerism)**
a) PL/CS curriculum lacks attention to core knowledge, motor skills, confidence, and self-management abilities that essential to personal growth and development of all students.	a) PL/CS curriculum develops core knowledge, motor skills, confidence, life skills, and self-management abilities that are essential to personal growth and development of all students.	a) PL/CS curriculum is aligned vertically to ensure development of core knowledge, motor skills, life skills, self-efficacy, confidence, self-management abilities that are essential to personal growth and development of all students.
b) The PL/CS curriculum lacks opportunities for all students to develop decision-making skills impacting their own health, nutrition and environment.	b) The PL/CS curriculum provides opportunities for all students to develop decision-making skills impacting their own health, nutrition and environment.	b) The PL/CS curriculum provides authentic opportunities for all students to develop and practice decision-making skills impacting their own and other's health, nutrition and environment.
c) PL/CS curriculum lacks opportunity for all students to practice life skills such as goal-setting, critical thinking, coping, and decision-making.	c) PL/CS curriculum provides opportunity for all students to practice life skills such as goal-setting, critical thinking, problem solving, coping, accessing information and resources, and decision-making.	c) PL/CS curriculum provides opportunity for all students to demonstrate goal-setting, critical thinking, problem solving, coping, accessing information and resource, and decision-making in real-world settings and context.
d) Studies of historical and current leaders are limited in the PL/CS curriculum.	d) Studies of historical and current leaders are integrated into the PL/CS curriculum.	d) Studies of both historical and current leaders are integrated into the curriculum in a variety of subject areas.
e) Students are exposed to few or no guest speakers in a variety of leadership positions and career fields.	e) Students are routinely exposed to guest speakers in a variety of leadership positions and career fields.	e) Students regularly interact with guest speakers and mentors from a variety of leadership positions and career fields beyond classroom experiences (e.g., virtual fieldtrips, mentoring programs, work-based learning, etc.).
Health Education	**Health Education**	**Health Education**
a) The K-12 health education curriculum is planned but not sequential and there is no evidence of integration among other content areas.	a) The K-12 Health education curriculum is planned, sequential and integrated to meet the health and safety needs of all students.	a) The K-12 Health education curriculum is sequential, integrated, vertically aligned and includes opportunities for cross-disciplinary connections to meet the health and safety needs of all students

Curriculum and Instruction

b) The K-12 curriculum addresses some of the local, state and national health education standards.	b) The K-12 curriculum addresses all local, state and national health education standards appropriate to the applicable grade levels.	b) The K-12 curriculum addresses all local, state and national health education standards appropriate to the applicable grade levels and is vertically aligned within the district
c) The health education curriculum provides learning strategies and activities that cover six or fewer health education content areas (e.g. family life and human sexuality, alcohol and other drugs, tobacco, nutrition, mental and emotional health, injury and violence prevention, diseases and disorders, physical activity, personal/consumer health, community/environmental health).	c) The health education curriculum provides active learning strategies and activities of most of the National Health Education Standards, and covers most of the health education content areas.	c) The health education curriculum provides active learning strategies and activities for each of the National Health Education Standards, and covers all of the health education content areas allowing students to acquire the knowledge, attitudes and skills required to making health-promoting decisions, achieve health literacy and adopt health-enhancing behaviors.
d) Information about healthy relationships, as related to family, peers and the workplace is neglected in the PL/CS curriculum.	d) Information about healthy relationships and the life skills to interact appropriately with family, peers and the workplace, is integrated into the PL/CS curriculum.	d) The health education curriculum includes opportunities for students to practice the life skills that influence healthy relationships, as related to family, peers, the community, and the workplace
Physical Education	**Physical Education**	**Physical Education**
a) A physical education curriculum exists, but is not consistent with the majority of expectations delineated by the CDC's Physical Education Curriculum Analysis Tool.	a) A physical education curriculum exists, with many consistencies with the expectations delineated by the CDC's Physical Education Curriculum Analysis Tool (PECAT).	a) A physical education curriculum exists and achieves the "fully met" standard for the majority of CDC's Physical Education Curriculum Analysis Tool (PECAT) expectations.
b) Physical Education curriculum includes an introduction to Frequency, Intensity, Type, Time (FITT) Plans.	b) Students develop and implement individual Frequency, Intensity, Type, Time (FITT) Plans using skill and health related components of fitness.	b) Students develop and implement individual Frequency, Intensity, Type, Time (FITT) Plans using skill and health related components of fitness, and self-assess and adjust plans according to fitness goals.
c) All students actively participate in two components of a comprehensive school-based physical activity program (e.g., classroom physical activity breaks, recess/activity breaks, out-of-school program, intramurals, activities including parents, and community based programs, etc.).	c) All students actively participate in three components of a comprehensive school-based physical activity program (e.g., classroom physical activity breaks, recess/activity breaks, out-of-school program, intramurals, activities including parents, and community based programs, etc.).	c) All students actively participate in four or more components of a comprehensive school-based physical activity program (e.g., classroom physical activity breaks, recess/activity breaks, out-of-school program, intramurals, activities including parents, and community based programs, etc.).
Consumerism / Financial Literacy	**Consumerism / Financial Literacy**	**Consumerism / Financial Literacy**
a) Consumer rights, responsibilities, and decision-making (e.g. wants, needs, values, comparing products/services, evaluating advertising techniques/media) are neglected components of the PL/CS curriculum.	a) All students learn about consumer rights, responsibilities, and decision-making (e.g. wants, needs, values, comparing products/services, evaluating advertising techniques/media).	a) As part of the PL/CS curriculum all students learn about consumer rights, responsibilities, and decision-making (e.g. wants, needs, values, comparing products/services, evaluating advertising techniques/media) with opportunities to demonstrate new learning in authentic situations.
b) Few instructional opportunities are provide for students to evaluate the impact of consumer decisions on the environment.	b) Instruction and opportunities are provided for all students to evaluate the impact of consumer decisions on the environment (e.g. reducing, reusing, recycling, green choices).	b) Instruction related to the impact of consumer decisions on the environment includes opportunities for student-led projects related to this content.

c) Curriculum does not include instruction related to current information on product safety and value (e.g. recalls, ratings, consumer reports).	c) Curriculum includes current information on product safety and value (e.g. recalls, ratings, consumer reports).	c) Curriculum includes educating students on where to locate and how to use current information on product safety and value (e.g. recalls, ratings, consumer reports).
d) Few instructional opportunities are provided for all students to evaluate impact of consumer decisions on nutrition and health.	d) Instruction and opportunities are provided for all students to evaluate impact of consumer decisions on nutrition and health.	d) Instruction and opportunities are provided for all students to reflect on, evaluate and educate others on the impact of consumer decisions on nutrition and health.
e) Problem-solving and critical thinking regarding money management, financial planning, savings, investments and consumer credit are neglected components of the financial literacy curriculum.	e) All students have opportunities to learn about problem-solving and critical thinking regarding money management, financial planning, savings, investments and consumer credit.	e) All students have opportunities to learn about problem-solving and critical thinking regarding money management, financial planning, savings, investments and consumer credit within and beyond the PL/CS classroom.
f) The PL/CS curriculum does not include content related to taxes and its impact on services provided by various government agencies.	f) The PL/Cs curriculum includes content related to taxes and its impact on services provided by various government agencies.	f) The PL/CS curriculum includes opportunities for students to apply learning in real-world settings related to taxes and its impact on services provided by various government agencies.
g) Limited for no opportunities are provided for students to engage in financial decision-making or entrepreneurial experiences.	g) Students engage in financial decision-making or entrepreneurial experiences.	g) Authentic, real-world opportunities are provided for students to engage in financial decision-making or entrepreneurial experiences.
h) Students have limited or opportunities to learn from outside experts about available resources of financial systems (e.g. guest speakers from local banks, credit unions, financial planners).	h) Students have opportunities to learn from outside experts about available resources of financial systems (e.g. guest speakers from local banks, credit unions, financial planners).	h) Opportunities to learn from outside experts about available resources of financial systems (e.g., guest speakers from local banks, credit unions, financial planners) are an integrated and intentionally planned component of the financial literacy curriculum.
Career Studies	**Career Studies**	**Career Studies**
a) In high school, career pathways are implemented in 0-3 of the state's 14 identified Career Clusters.	a) In high school, career pathways are implemented in 4-9 of the state's 14 identified Career Clusters.	a) In high school, career pathways are implemented in 10 or more of the state's 14 identified Career Clusters.
b) The PL/CS curriculum provides few or no connections to community, society, industry, and current events.	b) The PL/CS curriculum incorporates connections to community, society, industry, and current events.	b) The PL/CS curriculum incorporates connections to community, society, industry, and current events with work-based learning opportunities for all students.
c) Articulation and dual-credit agreements are not in place for career pathways.	c) In high school, a limited number of articulation and dual-credit agreements are part of the career pathways.	c) In high school, a variety of articulation and dual-credit agreements are part of the career pathways and multiple students take advantage of these opportunities.
d) A minimal introduction to the 14 Career Clusters is provided at the elementary level.	d) All students are introduced to the 14 Career Clusters at the elementary level.	d) All students are introduced to the 14 Career Clusters at the elementary level, with opportunities for in-depth exploration of one or more clusters.
e) There is no formalized plan for introducing and using an ILP starting in the 6th grade.	e) A formalized plan for introducing and using an ILP starts in the 6th grade.	e) A formalized plan for introducing and using an ILP is started in the 6th grade and is monitored and revised to reflect student needs and interests over time.

Curriculum and Instruction

f) There is no impactful system in place to assist high school students in the identification of courses related to their career major or one of the state's 14 Career Clusters.	f) All high school students select (and note in their ILP) at least 4 courses related to their career major and one of the state's 14 Career Clusters.	f) All high school students select (and note in their ILP) at least 4 courses related to their career major and one of the state's 14 Career Clusters and receive additional support and guidance to prepare for postsecondary training and/or education within this Career Cluster.

Points								
Rationale: including a detailed list of evidence supporting judgments								
Recommendations for improvement:								

Program Assessment and Advanc-Ed – SACS CASI Evidence:	Program Assessment Standards 1. Curriculum - Daily lesson plans, master schedule, curriculum maps 2. Lesson Plans - include accommodation for special needs, writing, math, science, safety, problem solving, and employability skills. 5. Post Secondary Links - career pathway, career majors and dual-credit agreements 9. Student Organizations – student projects 10. Public Relations - Newspaper articles 11. Families and Communities - guest speakers 14. Work-based Learning - school-based enterprises 17. Technology - PowerPoint student projects Advance-Ed SACS CASI Standards 3. Teaching and Assessing Learning – provides equitable and challenging learning This standard addresses evidence related to physical education program. Health Sciences Health and Wellness Course includes these topics. All program areas have access to Personal Financial Management course Some ATC's have direct access to ILP's

Curriculum and Instruction

Demonstrator 3. Instructional Strategies
All teachers should implement instructional strategies that provide quality, variety, and access for all students.

Sample Evidence

- Authentic student projects and activities from a broad representation of students in all four PL/CS disciplines * Guest speaker bios/information * Documentation of collaborative projects (e.g. lesson plans, rubrics, assessments and culminating events) * Minutes of Advisory Committee Meetings * Artifacts from classroom, student team, club, and school-wide projects * Guest speaker logs, thank you letters, photos, videos, podcasts * Artifacts of school-wide projects/themes involving a variety of school personnel and community partners * Examples of innovative use and integration of technology (lesson plans and student products) * School or teacher web pages * Student created videos, emails, web pages, brochures, multi-media, published work, peer checklists, and public service announcements * Video captured on digital tools * Artifacts of extra/co-curricular activities, publications, school web site, radio announcement, school club schedule, grade-level meeting agenda * Artifacts from school-wide programs in place to reduce conflicts and behavior issues * Presence of "take your child to work day" activities in school schedules * Systematic observation of the physical education teacher by the school administrator using the NASPE instructional strategies checklist

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism)	**PL/CS (includes Health, PE, Careers and Consumerism)**	**PL/CS (includes Health, PE, Careers and Consumerism)**
a) The PL/CS curriculum does not intentionally address strategies and activities that promote higher order thinking, creativity and problem-solving skills.	a) The PL/CS curriculum engages all students in higher order thinking, creativity and problem-solving skills.	a) The PL/CS curriculum engages all students in higher order thinking, creativity, and problem-solving skills through authentic student products and performances.
b) The PL/CS curriculum attends to limited intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional).	b) The PL/CS curriculum attends to multiple intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional).	b) The PL/CS curriculum attends to multiple intelligences and abilities (e.g., visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical/rhythmic, logical/mathematical, linguistic, and emotional) and provides opportunities for all students to learn from one another.
c) Integration of relevant technology tools (e.g., smart boards, keyboarding at elementary level, internet research, podcasting, pedometers, Wii) is limited.	c) Relevant technology tools (e.g., smart boards, keyboarding at elementary level, internet research, podcasting, pedometers, Wii) are integrated into classroom content and utilized by students and teachers.	c) Relevant technology tools (e.g., smart boards, keyboarding at elementary level, internet research, podcasting, pedometers, Wii) are seamlessly integrated into classroom content and utilized by students and teachers in real world situations.
d) Beyond the PL/CS staff, there are few additional stakeholders engaged as support or resource for student career and wellness instruction.	d) An Advisory Committee (e.g., Coordinated School Heath Committee, Business & Industry Advisory Committee) is used as a support or resource for student career and wellness instruction.	d) Teacher and student representatives collaborate with community partners on Advisory Committees (e.g., Coordinated School Heath Committee, Business & Industry Advisory Committee) as a constant resource to enhance instruction and provide services to students.
e) Appropriate communication skills (e.g., verbal, non-verbal, written, listening, and interview skills) and presentation techniques are taught only in PL/CS classrooms.	e) Appropriate communication skills (e.g., verbal, non-verbal, written, listening, and interview skills) and presentation techniques are integrated across a variety of content areas.	e) Appropriate communication skills (e.g., verbal, non-verbal, written, listening, and interview skills) and presentation techniques are integrated across all content areas and used by students in a variety of real-world applications.
f) There is minimal collaboration among Academic and PL/CS teachers to integrate core academic areas in PL/CS curriculum.	f) Academic and PL/CS teachers collaborate to integrate core academic areas in PL/CS curriculum.	f) Academic and PL/CS teachers collaborate to build interdisciplinary units of study around PL/CS and core academic ideas.
g) Students are not given an opportunity to systematically apply technical mathematics, reading and writing skills to support and demonstrate learning.	g) Students apply technical mathematics, reading and writing skills (e.g., comparison shopping, resume writing, balancing a checking account, analyzing a stock	g) Students apply technical mathematics, reading and writing skills (e.g., comparison shopping, resume writing, balancing a checking account, analyzing a stock chart, reading

	chart, reading insurance forms, loan applications, rental agreements, FITT charting, and nutritional analysis) to support and demonstrate learning.	insurance forms, loan applications, rental agreements, FITT charting, and nutritional analysis) and demonstrate that application through high quality and authentic evidence.
h) Students are rarely provided opportunities to utilize social and life skills (e.g., problem-solving, goal setting, decision-making) in a cooperative learning and/or teamwork environment.	h) Students are regularly provided opportunities to utilize social and life skills (e.g., problem-solving, goal setting, decision-making) in a cooperative learning and/or teamwork environment.	h) Students are provided daily opportunities to utilize social and life skills (e.g., problem-solving, goal setting, decision-making) through classroom instruction, laboratory activities, work-based learning and student organizations.
i) Students rarely use problem-solving and critical thinking skills to interpret and analyze data as related to specific PL/CS content.	i) Students regularly use problem-solving and critical thinking skills to interpret and analyze data as related to specific PL/CS content.	i) Students use problem-solving and critical thinking skills to create, interpret and analyze data as related to specific PL/CS content and real-world situations.
j) The PL/CS curriculum provides few or no connections to community, society and current events.	j) The PL/CS curriculum incorporates connections to community, society and current events.	j) The PL/CS curriculum incorporates connections to community, society and current events, with work-based learning opportunities for all high school students.
Health Education	**Health Education**	**Health Education**
a) Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are neglected in the PL/CS curriculum.	a) Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are integrated in the PL/CS Curriculum.	a) Techniques and strategies to effectively resolve conflicts (e.g., bullying, stress, refusal skills and anger management) are integrated school wide.
Physical Education	**Physical Education**	**Physical Education**
a) The physical education instructional strategies rarely demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.	a) The physical education instructional strategies usually demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.	a) The physical education instructional strategies always demonstrate teaching strategies that are consistent with national expectations as defined by NASPE.
Career Studies	**Career Studies**	**Career Studies**
a) The ILP is used only in the PL/CS classroom.	a) The school integrates the ILP in some courses to use as a research tool for career choices.	a) The school integrates the ILP in some courses to use as a research tool for career choices, goal-setting and postsecondary opportunities.

Points							

Rationale: including a detailed list of evidence supporting judgments	

Recommendations for improvement:	

Curriculum and Instruction

Program Assessment and Advanc-Ed – SACS CASI Evidence:	Program Assessment Standards 2. Lesson Plans - include academic integration, problem solving, and employability skills. 2. Lesson Plans - technical and open response writing 9. Student Organizations – competitions, club projects and leadership and community service activities 10. Public Relations – live work and community service projects 11. Families and Community – guest speakers 12. Advisory Committee - minutes 14. Work-Based Learning 17. Technology – student-created PowerPoint presentations, spreadsheets, web-enhanced instruction, distance learning, program related advanced equipment, website, computer peripherals and program software Advance-Ed SACS CASI Standards 3. Teaching and Assessing Learning – provides equitable and challenging learning Some ATC's have direct access to ILP's

Demonstrator 4. Student Performance

When all students are provided access to an aligned and rigorous curriculum, where instructional strategies are of high quality and inclusive, student performance should be at a consistently high level.

Sample Evidence

- Artifacts from service learning projects * Student projects relating to consumer, health, nutrition, and environmental issues * Student generated media to inform school and community members about consumer rights, responsibilities, and issues * Number of students receiving First Aid, CPR, and babysitting certification * Number of students receiving Lifeguard, WSI, water and rescue training, CPR/First Aid certification * Student generated speeches and/or presentations for school or community groups * Industry certificates/credentials, KOSSA assessment scores * Artifacts of family/community wellness event organized and led by students * Artifacts of program activities that promote student leadership and the importance of being a leader * Newspaper articles and other media information about leadership and student organization activities   * Student Career Studies Projects * Artifacts from field trips (traditional and/or virtual) * Work-based learning logs and student evaluations * Documented utilized Career Pathways using state templates (high school) * Reports from Individual Learning Plans tool * Course offering guide that reflects career majors and sequence of courses for students at the secondary and postsecondary level * Documentation from postsecondary partners showing college credit for courses taken in high school * High school course offerings catalog including examples of career major * Student assessments of physical education knowledge and skills, i.e. motor skills, physical fitness.

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished(X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism)	**PL/CS (includes Health, PE, Careers and Consumerism)**	**PL/CS (includes Health, PE, Careers and Consumerism)**
a) No service learning/community service activities are available through instruction or extra/co-curricular activities	a) One service learning/community service activity is available through all PL/CS courses and extra/co-curricular activities.	a) Two or more service learning/community service activities are available through all PL/CS courses and extra/co-curricular activities.
b) Student leadership opportunities are limited.	b) All students are provided opportunities to develop leadership skills in extra-curricular/co-curricular activities.	b) All students are provided opportunities to develop and be recognized for their leadership skills during classroom experiences and in extra-curricular/co-curricular activities.
c) Few student organizations or clubs are available.	c) Multiple student organizations or clubs are available to encourage leadership skills development.	c) Multiple student organizations or clubs are available on a regular basis to encourage leadership skills development and are adequately supported with school resources, human and material.
d) Extra/co-curricular activities related to PL/CS curriculum are limited and few students participate in at least one extra/co-curriculum activity per year.	d) A variety of extra/co-curricular activities related to PL/CS curriculum is available and many students participate in at least one extra/co-curriculum activity per year.	d) A variety of extra/co-curricular activities related to PL/CS curriculum is available and each student participates in at least one extra/co-curriculum activity per year.
Health Education	**Health Education**	**Health Education**
a) Students are not provided opportunities to earn health related certificates.	a) Students are provided opportunities to earn health related certificates.	a) Students are engaged in an intentionally designed program approach to ensure provision of health-related certificates.
Physical Education	**Physical Education**	**Physical Education**
a) Students are not provided opportunities to earn physical education related certificates.	a) Students are provided opportunities to earn physical education related certificates.	a) Students are engaged in an intentionally designed program approach to ensure provision of physical education related certificates.
b) Students demonstrate the knowledge and skills associated with 0-2 of the National Standards for Physical Education.	b) Students demonstrate the knowledge and skills associated with 3-4 of the National Standards for	b) Students demonstrate the knowledge and skills associated with 5-6 of the National Standards for Physical Education.

Career Studies	Career Studies	Career Studies
a) Individual Learning Plan (ILP) is constructed with little or no collaboration among students and teachers and limited or no data.	Physical Education. a) Using both formative and summative assessment data as a guide, teachers and students work together to construct the Individual Learning Plan (ILP).	a) Using a variety of formative and summative assessment data as a guide, teachers, students and parents work together to construct and to continually update the Individual Learning Plan (ILP).
b) In high school, a narrow scope of work-based learning opportunities (e.g., co-op, job shadowing, entrepreneurship, and internships) is provided.	b) In high school, a variety of work-based learning opportunities (e.g., co-op, job shadowing, entrepreneurship, and internships) across multiple career majors are available for all students.	b) All high school students are provided work-based learning opportunities (e.g., co-op, job shadowing, entrepreneurship, and internships) in their chosen career major with options to earn industry certifications and/or KOSSA(KY Occupational Skills Standards Assessment) certificates.
c) ILP development begins at 6th grade for some students.	c) ILP development begins at 6th grade for all students.	c) ILP development, coupled with career counseling, begins at 6th grade for all students.

Points						
Rationale: including a detailed list of evidence supporting judgments						
Recommendations for improvement:						
Program Assessment and Advanc-Ed – SACS CASI Evidence:	Program Assessment Standards 3. Student Achievement – KOSSA, industry certificates 6. Perkins Measures – Technical Attainment report 5. Post Secondary Links - career pathways – indicated course sequence high school through four years of postsecondary and postsecondary agreements indicating courses taken for college credit 9. Student Organizations – competitions, leadership competition, leadership development, club projects and leadership and community service activities 10. Public Relations – newspaper articles, live work, high school course offerings and community service projects 11. Families and Community – field trips, guest speakers 14. Work-based learning Health science student earn CPR and first aid certification Some ATC's have direct access to ILP's					

PRACTICAL LIVING/CAREER STUDIES: FORMATIVE AND SUMMATIVE ASSESSMENT

Demonstrator 1. Variety of Assessment

Teachers should use a variety of assessments to formatively and summatively monitor student progress toward standards

Sample Evidence

- Individual Learning Plan usage tools * Parent signature verification on annual review of Individual Learning Plans * Advising program curriculum * Pacing guides/curriculum maps * Lesson plans * Authentic assessment tools * Formal plan outlining how ILPs are implemented

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism)	**PL/CS (includes Health, PE, Careers and Consumerism)**	**PL/CS (includes Health, PE, Careers and Consumerism)**
a) Formative and summative assessments are not linked to state standards.	a) State standards are inconsistently used in the development of formative and summative assessments.	a) State standards are always used in the development of formative and summative assessments.
b) PL/CS assessment measures do not address the variety of learning styles and abilities (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection).	b) PL/CS assessment measures are responsive to a variety of learning styles and abilities (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection).	b) PL/CS assessment measures are always based on individual learning styles (oral, written, performance, visual, active learning, hands-on learning, collaboration and cooperative learning, teacher/peer/self reflection).
c) Formalized plans to monitor completion of ILPs are not in place.	c) A formalized plan is in place to monitor the completion of students' ILP.	c) A formalized plan is in place to monitor the completion of students' ILP, using both formative and summative review to verify support of the student and reflect on overall quality of program implementation.

Points							

Rationale: including a detailed list of evidence supporting judgments	
Recommendations for improvement:	

Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards 1. Curriculum - curriculum maps 2. Lesson Plans - include academic integration, problem solving, and employability skills. 3. Student Achievement - KOSSA and industry certification Some ATC's have direct access to ILP's

Formative and Summative Assessment

Demonstrator 2. Expectations for Student Learning
Teachers should have common and high standards for student learning in the content area.

Sample Evidence

- Authentic assessment tools * Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs) * Health Education Curriculum Analysis Tool (HECAT) * School Health Index (SHI) modules or Healthy Schools Framework documents* Number of students who participate in health related programs and organizations * Artifacts from use of national assessment tools (e.g. CDC, NASPE, PECAT) * Fitness Testing (e.g. FITNESSGRAM, President's Physical Fitness Challenge, Personal Best) * Student exercise and activity logs (e.g. intramurals, fun runs, fitness clubs) * Scoring guides and rubrics * Documentation of student performance feedback * Alignment of National Standards for Family & Consumer Sciences *Alignment of Jump$tart National Standards for K-12 Personal Finance Education

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) The PL/CS curriculum does not include clear and/or high expectations for all students to demonstrate progress and/or achievement.	a) The PL/CS curriculum maintains high expectations for all students to demonstrate individual progress and achievement.	a) The PL/CS curriculum maintains high expectations for all students to demonstrate individual progress and achievement, and requires both formative and summative demonstration evidence for all students.
b) There is no requirement for middle and high school students to pass a health education course.	b) Middle and high school students are required to successfully pass one health education course which covers all dimensions of health and wellness.	b) The majority of middle and high school students participate in an extended health and wellness course beyond the basic requirement.
c) Students lack knowledge and skills addressed in local, state, and national PL/CS standards.	c) Students can demonstrate the knowledge and skills addressed in a majority of the local, state, and national PL/CS standards.	c) Students are assessed in mastery of skills and content in all local, state and national PL/CS standards and results are on the report card every term that the course is required.
d) Students are active for less than 50% of the physical education lesson time.	d) Students are active for 50-74% of the physical education lesson time.	d) Students are active for 75% or more of the physical education lesson time.
e) Students have limited opportunity to actively participate in physical education and/or physical activity daily.	e) All students participate daily in physical education and/or physical activity.	e) All students participate in physical education and/or physical activity during the school day and minutes of activity are reported to the SBDM for inclusion in school report cards as applicable to KRS 158.586 or 160.345.
f) There is no requirement for middle and high school students to pass a physical education course.	f) Middle and high school students are required to successfully pass one physical education course.	f) The majority of middle and high school students participate in an extended physical education course beyond the basic requirement.
g) The teacher does not share scoring guides or rubrics with students.	g) To create clear expectations for quality performance, the teacher develops scoring guides and/or rubrics to share with students.	g) The teacher co-develops scoring guides and rubrics with students and other teachers to create clear expectations for quality performance.
h) The teacher guides students to apply rubrics to assess overall performance.	h) The teacher provides a model and guides students to apply rubrics to assess overall performance.	h) The teacher provides adequate modeling and guides students to apply rubrics to identify improvement strategies and assess overall performance.

Formative and Summative Assessment

i) Teacher makes student performance information available for parents and students only at the end of each reporting period or per request.		i) Teacher provides consistent and timely feedback to student and parents on student's performance (e.g., grades, weekly, monthly and mid-term reports).		i) Teacher provides consistent, timely, and descriptive (e.g. specific strengths and weaknesses, areas for improvement) feedback to students and parents on student's performance (e.g., grades, weekly, monthly and mid-term reports).		
Points						
Rationale: including a detailed list of evidence supporting judgments						
Recommendations for improvement:						
Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards 1. Curriculum - Curriculum maps 2. Lesson Plans - include evaluation, alignment with common core state standards, open response and technical writing. 3.Student Achievement - KOSSA and industry certification					

Formative and Summative Assessment

Demonstrator 3. Response to Assessment
Multiple formative and summative assessments are used to inform, guide, develop and revise instructional strategies and curriculum to enhance student learning and achievement

Sample Evidence

- Meeting minutes * Professional Learning Communities (PLC) documentation * Master schedule * Minutes of program area meetings showing analysis of data * SBDM policies and minutes * Observational data * Artifacts from cross-curricular planning * School data analyzed in PLC (e.g. dropout, transition data, Career & Technical Education Completer Data)

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) The PL/CS teacher uses only summative assessment data to reflect on and improve instructional practice.	a) The PL/CS teacher uses a variety of sources (including student work, assessment data, observations, and anecdotal evidence) to reflect on and improve instructional practice.	a) The PL/CS teacher uses a variety of sources and regularly meets with colleagues to examine evidence, reflect on and improve instructional practice.
b) School leadership maintains data records (e.g., ILP, state student information system, state performance reports, EPAS, access, interest inventory, district/school data) for teacher use upon request.	b) School leadership ensures all teachers have access to data (e.g., ILP, Infinite Campus, state performance reports, EPAS, access, interest inventory, etc) to analyze and use for improving student learning and achievement.	b) The school provides time in the school day for teachers to analyze data with the intent of improving student learning and achievement.
c) No system is in place to assist teachers in gathering data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs.	c) A system is in place to assist teachers in gathering data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs.	c) Teachers use multiple methods to systematically gather data to assess student learning and develop an intervention plan to support individual student growth in PL/CS programs.
d) Teachers use informal means to monitor and address the needs of a diverse student population including those with special needs, English language learners (ELL) and gifted students.	d) Teachers monitor the results of summative assessment data to address the needs of a diverse student population including those with special needs, English language learners (ELL) and gifted students.	d) Teachers monitor the results of both formative and summative assessment data to address the needs of a diverse student population including those with special needs, English language learners (ELL) and gifted students.
e) No plan is in place to monitor student progress in the PL/CS disciplines.	e) Schools monitor student progress in all PL/CS disciplines.	e) Schools monitor student progress in PL/CS disciplines and provide time and resources for teachers to analyze data and adjust instruction accordingly.

Points						

Rationale: including a detailed list of evidence supporting judgments	

Recommendations for improvement:	

Formative and Summative Assessment

Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards
	1. Curriculum - master schedule
	12. Advisory committee - minutes
	Advance-Ed SACS CASI Standards
	3. Teaching and Assessing Learning – review and analysis data
	
	ATC's are required to document for review during a program assessment visit as a part of compliance with Advance-Ed standards:
	  1. Provide school data analysis
	  2. Minutes from steering committee
	  3. Minutes from industry forums

PRACTICAL LIVING/CAREER STUDIES: PROFESSIONAL DEVELOPMENT AND SUPPORT SERVICES

Demonstrator 1. Planning
Professional development opportunities are planned with teacher learning needs in mind, and in response to data available about teacher practice and student learning

Sample Evidence

- Evaluation forms * Professional development plan for all teachers * Professional development agendas and sign-in sheets for PL/CS teachers * Master schedule * Minutes and membership list of professional learning communities * List of professional development opportunities/participation related to 21st Century Skills (e.g. technology, health literacy, problem solving) * Approved travel budgets for staff to attend professional conference or workshops * Individual Teacher Professional Growth Plans

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) Feedback at the end of professional development sessions is gathered but rarely used in the development of follow-up training.	a) Feedback at the end of professional development sessions is gathered and considered in the development of follow-up training.	a) Feedback at the end of professional development sessions is used to develop specialized follow-up and on-going training opportunities.
b) School and student data is not a factor in planning professional development sessions.	b) School and student data is considered in planning professional development sessions .	b) School and student data is reviewed and analyzed in planning professional development sessions.
c) There is no alignment between Individual Professional Growth Plans and the school's professional development offerings for PL/CS teachers.	c) Professional development opportunities are aligned with Individual Professional Growth Plans as needed for the PL/CS programs.	c) Professional development opportunities are always aligned with Individual Professional Growth Plans for the PL/CS programs.
d) The school schedule does not accommodate PL/CS and core subject teachers collaboration.	d) The school schedule allows for PL/CS and core subject teachers to collaborate and exchange ideas.	d) The school schedule allows for PL/CS and core subject teachers to collaborate, design, and reflect on integrated learning opportunities.
e) Professional development is provided, not specific to PL/CS teachers.	e) Professional development in PL/CS is provided.	e) Professional development in PL/CS cultivates teacher's ability to identify student's learning styles, multiple intelligences, strengths and weaknesses.
f) Professional development in 21st century skills is not provided.	f) Professional development is provided to integrate 21st century skills (e.g., problem solving, critical thinking, analyzing, and health literacy), not specific to PL/CS teachers.	f) Professional development for PL/CS teachers is provided to integrate 21st century skills (e.g., problem solving, critical thinking, analyzing, and health literacy) in daily instruction.
g) Professional development in technology is limited.	g) Professional development in technology is provided for teachers.	g) Professional development in technology is provided specifically to improve skills for PL/CS teachers to enhance instruction.
h) Teachers have little or no access to professional development that supports research based effective instructional strategies specific to their discipline.	h) Teachers have access to professional development that supports research based effective instructional strategies specific to their discipline.	h) Teachers have access to and are provided school funds for professional development that supports research based effective instructional strategies specific to their discipline.

Points								
Rationale: including a detailed list of evidence supporting judgments								
Recommendations for improvement:								

Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards 1. Curriculum - Master schedule 12. Advisory Committees – members include related business and industry, education and parent/student representatives 15. Professional Growth – professional growth record and professional growth plan. Growth records include number of hours and provider Teacher Develop professional growth plans to incorporate teacher related activities and activities to enhance/maintain program technical training 16. Program improvement Plans – use student evaluation, testing data program assessment scores to direct professional growth plans. Program budget Advance-Ed SACS CASI Standards 3. Teaching and Assessing Learning – participate in professional growth related to student achievement ATC's are required to document for review during a program assessment visit as a part of compliance with Advance-Ed standards: 1. Principal professional growth plans 2. Steering committee membership

Demonstrator 2. Participation
Teachers participate in program-specific professional development designed to meet their needs. PL/CS teachers participate in professional development focused on 21st Century Skills
Sample Evidence
• Minutes of Advisory Committee Meetings * Training agenda sign-in sheets for parents on use of ILP * Reports from ILP tool * ILP usage logs * Master schedule * Documentation of intentional collaboration (e.g. collaboration plan with external partners, agendas, minutes, sign-in sheets) * List of professional development * Opportunities/participation related to 21st Century Skills (e.g. technology, health literacy, problem solving) * Approved travel budgets for staff to attend professional conference or workshops * Minutes and membership list of professional learning communities * Course offering guide that reflects career majors and sequence of courses for students at the secondary and postsecondary level * Documentation from postsecondary partners showing college credit for courses taken in high school * Artifacts from Response to Intervention training * Documentation of industry and community partnerships * Artifacts of mentoring or peer coaching program for staff * Documentation of staff exchange program (i.e. internship in program area)

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) Teacher representatives have limited interactions with community partners to participate on various Advisory Committees.	a) Teacher representatives regularly collaborate with community partners to participate on various Advisory Committees.	a) Teachers and student representatives collaborate with community partners to participate on various Advisory Committees.
b) The school provides training to staff regarding the use of the ILP to help students select course offerings and develop career goals.	b) The school provides training to staff and communicates with parents regarding the use of the ILP to help students select course offerings and develop career goals.	b) The school provides training to staff and parents regarding the use of the ILP to help students select course offerings and develop career goals.
c) No opportunities are available for PL/CS teachers to participate in content-specific dialogue with their colleagues	c) PL/CS teachers have opportunities to participate in content-specific professional dialogue with their colleagues	c) All PL/CS teachers actively participate in a content-specific and focused professional learning community.
d) There are no opportunities within the master schedule for PL/CS teachers to plan and collaborate with external partners (e.g., postsecondary education partners, business and industry personnel, civic/community organizations and area technology center staff).	d) Opportunities are available within the master schedule for PL/CS teachers to plan and collaborate with external partners (e.g., postsecondary education partners, business and industry personnel, civic/community organizations and area technology center staff).	d) Time in the master schedule or a stipend is available for teachers to plan and collaborate with external partners (e.g., postsecondary education partners, business and industry personnel, civic/community organizations and area technology center staff).
e) No opportunities are available for PL/CS teachers to work with post-secondary partners	e) Professional development opportunities are provided to work with postsecondary partners in the development of articulation and dual credit agreements and also transition plans for students with special needs.	e) PL/CS teachers collaborate with postsecondary partners in the development of articulation and dual credit agreements and also transition plans for students with special needs.
f) There is limited or no collaboration between PL/CS teachers and community/business partners	f) PL/CS teachers regularly collaborate with community/business partners.	f) An emphasis on collaboration and integration among teachers, coordinated school health personnel, curriculum and technology specialists, and community and business partners is apparent in the school culture.

Professional Development and Support Services

Points							
Rationale: including a detailed list of evidence supporting judgments							
Recommendations for improvement:							
Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards 1. Curriculum - Master schedule 2. Lesson Plans - academic integration 5. Post Secondary Links - career pathways – indicated course sequence high school through four years of postsecondary and postsecondary agreements indicating courses taken for college credit 12. Advisory committees – minutes and membership, (Content PLC) 15. Professional Growth – Staff exchange Advance-Ed SACS CASI Standards 2. Leadership and Governance – engages stakeholders in purpose and direction 5. Continuous improvement – communication with stakeholders – (business and industry)						

Professional Development and Support Services

Demonstrator 3. Teacher Leadership		
Teachers are leaders in their professional community, and guide/lead professional development that meets the needs of the professional learning community		
Sample Evidence		
● PD log/sign-in * Documentation of teacher-led professional development experiences * Certificate of participation * PD agenda		
Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished (X 3/bullet)**
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) Job-embedded professional development opportunities are not provided for PL/CS teachers. b) Leadership development opportunities are available to core subject area teachers.	a) Job-embedded professional development opportunities are provided for PL/CS teachers to encourage continuous learning and growth. b) Leadership development opportunities are available to all teachers.	a) PL/CS Teachers are encouraged and supported to design and lead job-embedded professional development opportunities that encourage continuous learning and growth. b) The school's professional development plan ensures leadership development among all departments.

Points							

Rationale: including a detailed list of evidence supporting judgments	
Recommendations for improvement:	
Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards 10. Public Relations - teacher presentation at conferences, serving on committees, Advance-Ed SACS CASI Standards 3. Teaching and Assessing for Learning – A collaborative learning organization

PRACTICAL LIVING/CAREER STUDIES: ADMINISTRATIVE/LEADERSHIP SUPPORT AND MONITORING

Demonstrator 1. Shared Vision
School councils and administrators have developed a shared vision for insuring quality PL/CS instructional programs

Sample Evidence
- School Vision/Mission Statement * SBDM policies and minutes * Artifacts of projects and activities * Meeting minutes

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) The vision statement is shaped and refined by school leadership	a) Leadership involves representation of all departments in shaping and refining the vision statement.	a) Leadership involves representation of the school and community stakeholders in shaping and refining the vision statement.
b) The vision is rarely used for the purpose of decision-making	b) Leadership systematically communicates and uses the vision to guide decision-making.	b) Teachers and Leadership systematically communicate and use the vision to guide decision-making and allocation of resources.
c) The collaborative vision neglects state requirements	c) Collaborative vision addresses appropriate state requirements and 21st century skills.	c) Collaborative vision addresses appropriate state requirements, national standards and 21st century skills.
d) Few program areas and grade level activities and projects are aligned with the vision.	d) Activities and projects for most program areas and grade level(s) are aligned with the vision.	d) Activities and projects for all program areas and grade level(s) are aligned with the vision.
e) The school's vision does not reflect a commitment to the inclusion of PL/CS throughout the curriculum and throughout the student's academic experience (K-12).	e) The school's vision reflects a commitment to the inclusion of PL/CS throughout the curriculum and throughout the student's academic experience (K-12).	e) The school's vision explicitly demonstrates a priority for the inclusion and integration of PL/CS throughout the curriculum and throughout the student's academic experience (K-12).

Points						

Rationale: including a detailed list of evidence supporting judgments	
Recommendations for improvement:	
Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards 12. Advisory Committees – minutes and membership Advance-Ed SACS CASI Standards 1. Purpose and Direction – vision belief statements, directed toward student success 2. Governance and Leadership – steering committee meeting minutes

	2. Leadership and Governance – engages stakeholders in purpose and direction

	ATC's are required to document for review during a program assessment visit as a part of compliance with Advance-Ed standards:
	  1. Vision belief
	  2. Staff and steering committee minutes where vision and belief document is shared

Administrative/Leadership Support and Monitoring

Demonstrator 2. Time and Resources		
School *leadership will provide adequate resources, facilities, space and instructional time to support high quality PL/CS programs*		
Sample Evidence		
• Safety logs * SBDM policies and minutes * Artifacts of use of technology * Master schedule * Class attendance rosters		
Needs Improvement **(X 1/bullet)**	**Proficient** **(X 2/bullet)**	**Distinguished** **(X 3/bullet)**
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) The PL/CS programs lack quality materials, equipment and technology to teach the curriculum.	a) The PL/CS programs have adequate quality materials, equipment and technology to teach the curriculum.	a) The PL/CS programs have abundant quality materials, equipment and technology to teach the curriculum.
b) School leadership and select teachers plan the annual school budget.	b) Teachers of all departments are invited to participate in planning the annual school budget.	b) PL/CS teachers participate and provide input for planning the annual school budget.
c) The school does not accesses external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants).	c) The school has access to external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants).	c) The school frequently utilizes external resources that benefit PL/CS instruction (e.g., industry partnerships, hospitals, health and fitness clubs, sponsorships and grants).
d) School space does not meet KDE adequacy requirements to support appropriate teaching and learning.	d) School space meets KDE adequacy requirements to support appropriate teaching and learning.	d) School space exceeds KDE adequacy requirements in to support appropriate teaching and learning.
e) In high schools, the Career & Technical Education and Kentucky Schools Facility Planning Manuals are not consulted for program planning.	e) In high school, the Career & Technical Education and Kentucky Schools Facility Planning Manuals are made available for use in program planning.	e) In high school, the Career & Technical Education and Kentucky Schools Facility Planning Manual are used in program planning.
f) PL/CS facilities do not meet industry and classroom standards for size, safety, accessibility.	f) All PL/CS facilities are safe, accessible, and meet industry and classroom standards, including appropriate for class size(s).	f) All PL/CS facilities are safe, accessible, and exceed industry and classroom standards, including appropriate for class size(s).
g) Instructional planning time for PL/CS teachers is inadequate.	g) School leadership provides adequate instructional and planning time for PL/CS teachers.	g) School leadership provides for and protects adequate instructional and planning time for PL/CS teachers.
h) Student to teacher ratio is unmanageable for PL/CS courses or facilities.	h) PL/CS teachers are assigned manageable class loads based on course and facilities.	h) PL/CS teachers are assigned equitable class loads based on course and facilities as compared to other teachers in the building.
i) Time in the school schedule is not adequately allocated for all students to receive instruction in the four PL/CS disciplines (i.e., health education, physical education, consumerism, career studies).	i) Time in the school schedule is allocated so that all students receive instruction in all four PL/CS disciplines (i.e., health education, physical education, consumerism, career studies).	i) Time allocated extends beyond usual implementation, demonstrating a strong school commitment to the PL/CS needs of students.
j) There are no policies in place to assess student need against staff allocation.	j) Staff allocation is determined largely on student need.	j) School councils establish policies for the allocation of staff based on the needs of students.
k) Instruction is not provided by appropriately certified	k) All Instruction is provided by appropriately certified	k) Instruction is provided by appropriately highly qualified and

teachers in all specific PL/CS courses.	teachers in all specific PL/CS courses.	certified teachers in all specific PL/CS courses.
l) Technology and media resources are used minimally to communicate within or outside the school.	l) Technology and media resources are used to communicate with students and parents.	l) Technology and media resources are regularly used to communicate within the school, to parents, to students and to the community.

Points						

Rationale: including a detailed list of evidence supporting judgments	
Recommendations for improvement:	

Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards
	1. Curriculum – master schedule
	7. Program area safety
	8. Student safety
	16. Program Improvement – program enrollment and program budget
	    Advance-Ed SACS CASI Standards
	4. Resources and Support Systems - sufficient material, resources, facilities, instructional time, teachers
	
	ATC's are required to document for review during a program assessment visit as a part of compliance with Advance-Ed standards:
	   1. Safety inspection
	   2. Crisis plan

Demonstrator 3. Policies and Monitoring		
The SBDM Council and school leadership shall establish and monitor implementation of policies concerning a school's PL/CS program		

Sample Evidence

- Master schedule * ILP reports * Minutes from Advisory Committee Meetings * SBDM minutes * Career pathways/course offering forms * Wellness policy * Documentation of BMI data * Student, Parent, and Staff surveys

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) In middle and high school, data from ILP reports is not a factor in determining PL/CS course offerings.	a) In middle and high school, before SBDM councils approve the master schedule, data from ILP reports is analyzed to best determine PL/CS course offerings.	a) In middle and high school, before SBDM councils approve the master schedule, data from ILP reports is analyzed and discussed with PL/CS teachers to best determine PL/CS course offerings.
b) The school has no system or an informal system to review PL/CS programming and policies.	b) Advisory Committees (e.g., Coordinated School Health committees, CTE program advisory committees) meet a minimum of twice per school year to ensure quality PL/CS programming and policies.	b) Advisory Committees (e.g., Coordinated School Health committees, CTE program advisory committees) meet at least quarterly throughout the school year to ensure quality PL/CS programming and policies.
c) PL/CS course offerings are limited.	c) A variety of PL/CS related offerings are evidenced in the master schedule.	c) The master schedule and curriculum (and career pathways in high school) are approved by SBDM Council to ensure a variety of offerings related to PL/CS.
d) The school uses an informal system for PL/CS program review.	d) The school uses standardized system for PL/CS program review.	d) The SBDM Council has a policy for on-going PL/CS program review throughout the school year that fully utilizes community and parental involvement.
e) There is inconsistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities.	e) There is consistency between career information in the ILP and the Individualized Education Plan (IEP) for students with disabilities.	e) ILPs and IEPs for individual students are regularly compared to ensure ongoing consistency, and updated to meet the changing needs and interests of the student.
f) In high school, no measures are in place to check for or prevent duplication of coursework between secondary and postsecondary levels.	f) In high school, measures are in place to check for and prevent duplication of coursework between the secondary and postsecondary levels.	f) In high school, articulation and dual credit agreements are a part of the career pathways in order to prevent duplication of coursework between the secondary and postsecondary levels.
g) A school wellness policy is not developed or if one is developed it is not reviewed annually.	g) A school wellness policy is developed, reviewed annually and is included in the CSIP (and where applicable includes BMI percentile reporting from the physical exam form for Kindergarten and 6th grade students into the Infinite Campus database).	g) A school wellness policy is in place that is reviewed and updated annually and also addresses the BMI percentile of all students and intervention strategies for improvement that are included in the CSIP.
h) There is limited or no connection between the district wellness policy and the local wellness policy.	h) School is implementing the district wellness policy via a local wellness policy.	h) School is implementing the district wellness policy via a local wellness policy and a systematic plan is in place for

Administrative/Leadership Support and Monitoring

							the SBDM to provide feedback to the district regarding progress annually.	
Points								
Rationale: including a detailed list of evidence supporting judgments								
Recommendations for improvement:								
Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards 1. Curriculum – master schedule 5. Career Pathways – indicated course sequence high school through four years of postsecondary and postsecondary agreements indicating courses taken for college credit 12. Advisory Committee - minutes Advance-Ed SACS CASI Standards 4. Resources and Support Systems - sufficient material, resources, facilities, instructional time, teachers							

Administrative/Leadership Support and Monitoring

| **Demonstrator 4. Principal Leadership** |
| *Principals are the primary leaders of all program efforts, and support teacher leadership through shared and distributed leadership strategies and actions* |
| **Sample Evidence** |
| ● Professional development action plan * Observational data * Student, Parent, and Staff surveys * Meeting minutes * Approved travel budgets for staff to attend professional conferences or workshops * Master schedule * Minutes and membership list of professional learning communities * Minutes of Advisory Committee Meetings |

Needs Improvement (X 1/bullet)	Proficient (X 2/bullet)	Distinguished (X 3/bullet)
PL/CS (includes Health, PE, Careers and Consumerism	**PL/CS (includes Health, PE, Careers and Consumerism**	**PL/CS (includes Health, PE, Careers and Consumerism**
a) The principal individually evaluates and reflects on the impact of the PL/CS instructional practices of the school to inform the professional development action plan, or evaluation and reflection is generally limited.	a) The principal enlists teacher leaders to collaborate, evaluate and reflect on the impact of the PL/CS instructional practices of the school to inform instructional decisions.	a) The principal and staff collaboratively evaluate and reflect on the impact of the PL/CS instructional practices of the school to inform the professional development action plan.
b) Time and resources allocated to implementation of the professional development action plan is limited or inequitable.	b) The principal allocates equitable time and resources to implement the professional development action plan.	b) The principal meets with teacher leaders when planning for allocation of equitable time and resources needed to implement the professional development action plan.
c) The principal does not initiate professional learning among staff through collaboration and self-reflection.	c) The principal initiates professional learning among staff through collaboration and self-reflection.	c) The principal models professional learning among staff through collaboration and shared self-reflection.
d) The principal does not participate or support various PL/CS Advisory Committees.	d) The principal supports various PL/CS Advisory Committees.	d) The principal actively participates in various PL/CS Advisory Committees.
e) The principal does not participate fully in professional learning regarding the school's PL/CS Program.	e) The principal participates fully in professional learning regarding the school's PL/CS program.	e) The principal participates fully in and leads professional learning community activities regarding the school's PL/CS program.

Points						

Rationale: including a detailed list of evidence supporting judgments	
Recommendations for improvement:	

Program Assessment and Advanc-Ed – SACS CASI Evidence	Program Assessment Standards 1. Curriculum – master schedule 5. Career Pathways – indicated course sequence high school through four years of postsecondary and postsecondary agreements indicating courses taken for college credit

	12. Advisory Committee - minutes
	   Advance-Ed SACS CASI Standards
	3. Teaching and Assessing Learning – participate in professional growth related to student achievement
	
	ATC's are required to document for review during a program assessment visit as a part of compliance with Advance-Ed standards:
	  1. Principal professional growth plans
	  2. Staff and steering committee minutes
	  3. Steering committee membership
	  4. School budget and spending report